

Bay Grasses in Classes

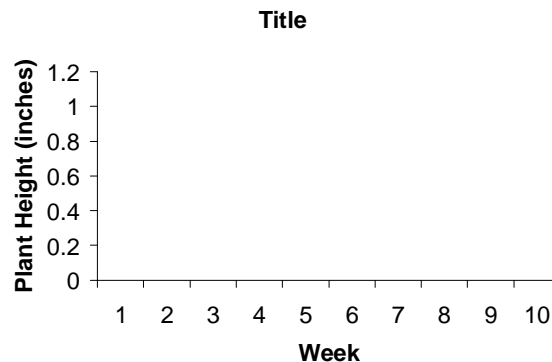
Post-lab Activity

Create a line graph of the height of plants in Chamber A vs. Chamber B during the growth period (wild celery) or during one of the micro-propagation periods (redhead grass/sago pondweed/water stargrass).

Remember to:

- put the dependent variable (plant height) on the y-axis (vertical)
- use consistent units
- label everything
- include a title

Example:



Write a conclusion paragraph of your findings.

Remember to include:

- What have you found from your data? Interpret and explain.
- Draw a conclusion; refer back to your hypothesis.
- Any events that may have impacted the experiment (something was accidentally added to the tank, electricity failure, incident that affected the tanks, etc.)

Additional Questions

1. Why are bay grasses important to the Chesapeake Bay?
2. Name three factors affecting the growth of bay grasses?
3. What factors determine where and if SAV will grow?
4. How do rainfall and drought affect SAV?
5. Describe how certain wildlife have adapted to the loss of SAV in the Chesapeake Bay.



